



Teaching, Assessing & Grading

Am I Sending the Same Message?

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When this session ends, I can . . .

- ◆ tell someone what should be taught in a language class
- ◆ tell someone what should be assessed
- ◆ tell someone how it should be assessed
- ◆ explain the importance of aligning grade calculation to standards
- ◆ discern grading policies that are misaligned with standards
- ◆ tell someone 4 big concepts that should be considered when constructing grading policies



WHAT MATTERS MOST

What we assess, how we assess it, and how we “count it” tell our students what matters.



So what are we supposed to assess?

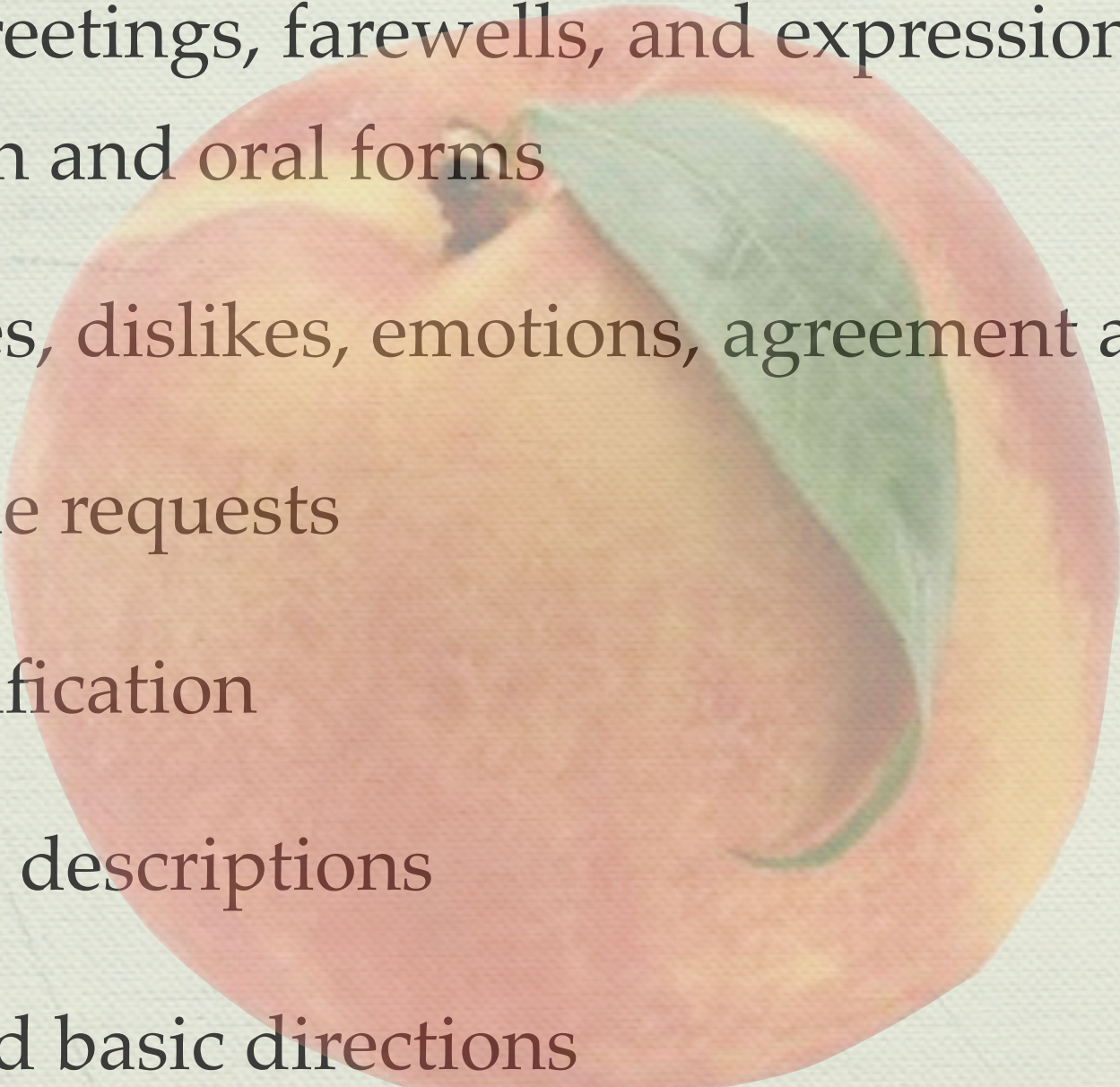
What are we
supposed to
teach?



from the national standards

- ◆ give and follow simple instructions
- ◆ ask and answer questions about family, school events, etc.
- ◆ share like and dislikes with each other and the class
- ◆ provide descriptions of people and objects
- ◆ greet and take leave of someone

from the Georgia standards

- 
- ◆ use basic greetings, farewells, and expressions of courtesy in both written and oral forms
 - ◆ express likes, dislikes, emotions, agreement and disagreement
 - ◆ make simple requests
 - ◆ ask for clarification
 - ◆ give simple descriptions
 - ◆ comprehend basic directions

from the South Dakota standards

- ❖ exchange basic greetings in formal and informal settings (e.g., health, personal needs, family members, daily activities)
- ❖ introduce one individual to another
- ❖ prepare lists, personal reminders, and simple notes in the target language (e.g., things to do, shopping list)
- ❖ write personal messages (e.g., email, party invitations, texts)
- ❖ ask questions / request clarification in various situations (e.g., getting directions, answering a request)

What are we
supposed to
teach?





HOW should we assess what
was taught?

so, how we
assess our
students
should look
like how we
teach them.



[District leaders and teachers] have worked hard in recent years to clarify standards for student learning and to develop authentic assessments to measure accurately how well students have achieved those standards.

Thomas Guskey in "Bound by Tradition--Today's Grading Practices Reflect the Past,"
Education Update, ASCD, June 2012

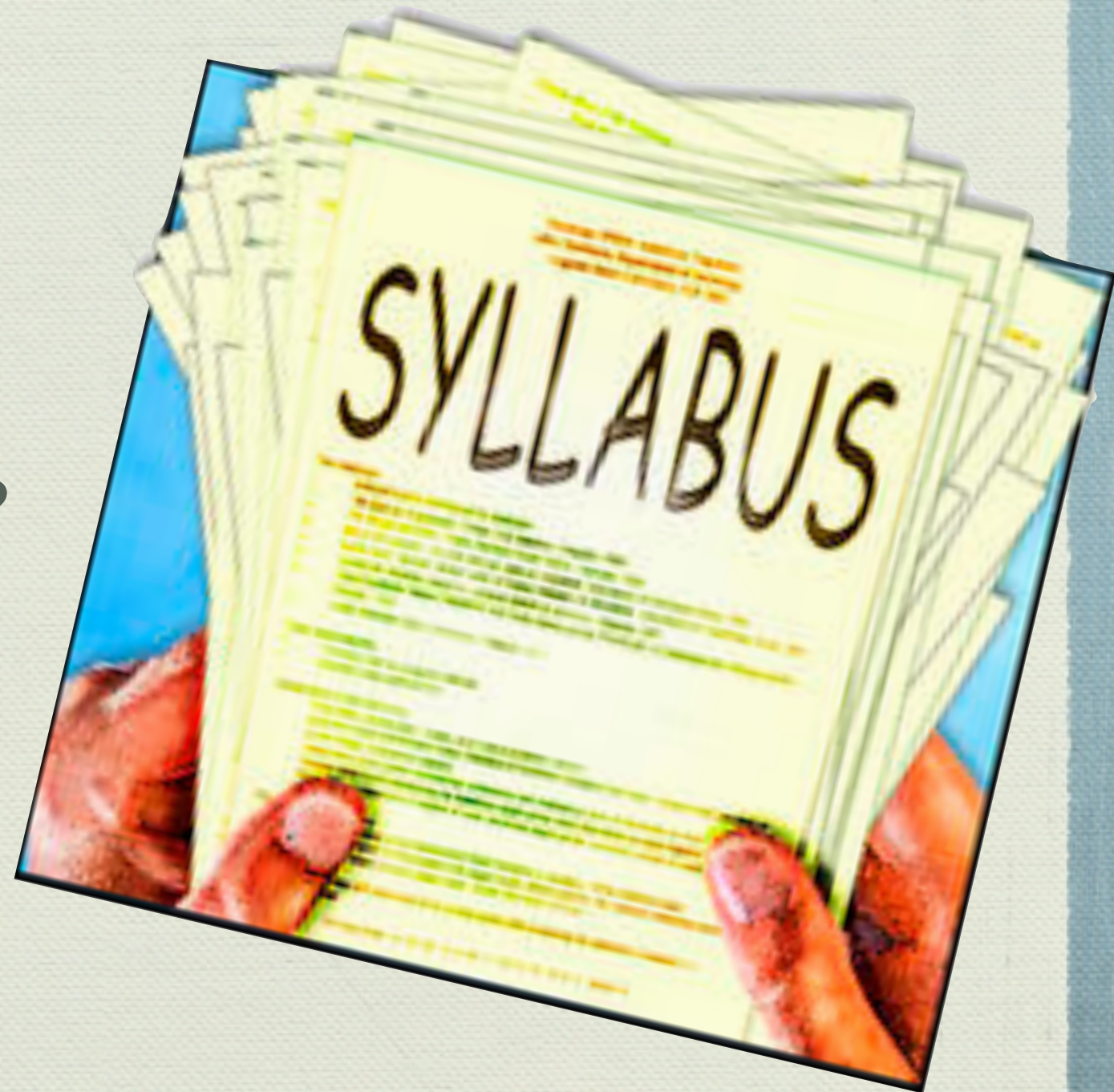


WHAT MATTERS MOST

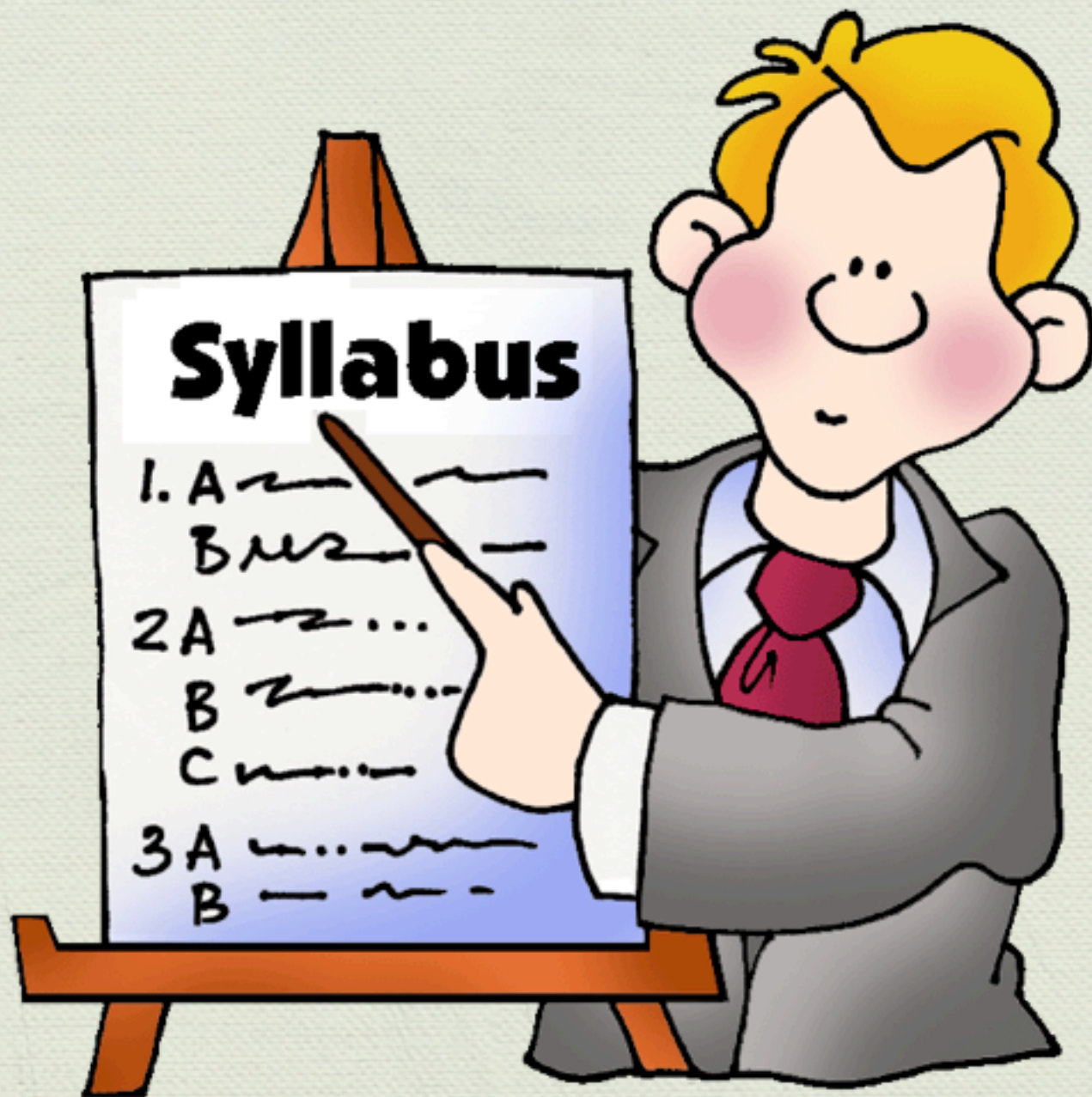
What we assess, how we assess it, and how we “count it” tell our students what matters.

how do students get this information?

- ◆ what will be taught?
- ◆ how will it be assessed?
- ◆ how will it “count?”



take a moment . . .



philipmartin.info

in one of YOUR
courses and on its
syllabus, what
counts?



WHAT MATTERS MOST

What we assess, how we assess it, and how we “count it” tell our students what matters.

whatever counts the most . . .

matters the
most . . .

regardless of
what we SAY!



Blah
Blah
Blah

in these examples . . .

what messages are students getting
about what matters the most?

▪ **Units and grading**

- **Unit 1: Healthy Living.....10%**
 - review saber vs. conocer
 - review ser vs. estar
 - indirect and direct object pronouns
 - formal and informal commands
- **Unit 2: Leisure and Lifestyles.....15%**
 - subjunctive conjugations
 - subjunctive with expressions of non-existence
 - subjunctive with disagreement and denial
- **Unit 3: Communications.....15%**
 - subjunctive with influence
 - subjunctive with emotion
 - subjunctive with ESCAPA
 - subjunctive with CHAD ATE
- **Midterm Exam: comprehensive.....5%**
- **Unit 4: Future Plans.....10%**
 - future tense
 - por vs. para
- **Unit 5: The Arts.....15%**
 - preterite vs. imperfect
 - pluperfect
 - imperfect subjunctive
- **Unit 6: Global Issues.....15%**
 - conditional
 - more imperfect subjunctive
 - conditional perfect
 - pluperfect subjunctive
 - if clauses
- **Final Exam: comprehensive.....15%**

IV Grading Procedures:

- | | |
|--|-----|
| • Performance tasks (some class work and homework) | 15% |
| • Minor summative grades (grammar and vocabulary quizzes and small projects) | 30% |
| • Major summative grades (unit tests and large projects) | 45% |
| • Cumulative final exam | 10% |

Grading Computation:

Participation	15%
Class work	20%
Quizzes	15%
Tests	20%
OPI	15%
Final	15%

A	90-100
B	80-89
C	74-79
D	70-73
F	69-0

Grading Policies:

Listening (dialogues and narratives) 20%

Reading Comprehension (novel studies, articles, etc.) 20%

Interpersonal Writing (Blackboard posts, letters, etc.) 10%

Presentational Writing (picture story writing, narratives) 10%

Interpersonal Speaking (conversations, describing yourself – any thing 2+ people) 15%

Presentational Speaking (re-telling stories – anything just you talking) 15%

Midterm/Final Exam 10% (comprehensive – covering the entire year)

FINAL GRADE will be determined according to the following:

Daily Grade	20%	[10% Homework; 10% Quizzes]
Weekly Conversation	5%	[Spanish Tutor/Student Success Center]
Writing Assignments	10%	
Oral Evaluations	40%	
[Telling stories, giving explanations, explaining policies, supporting opinions, debating, etc.]		
Written Test(s)	10%	
Project/Oral Presentation	15%	

Speaking and listening progress (assessed during A.I. sessions)	40%
Tests and quizzes	25%
Workbook and other assignments (written material, homework, practice tests)	15%
Participation	10%
Final Exam	10%

District leaders as well as teachers recognize that grading is the one element in their improvement efforts that remains dreadfully misaligned.

Those practices have remained in place because they are familiar, even though they may not accurately reflect what students are learning.

Grading is bound by tradition.

Thomas Guskey in "Bound by Tradition--Today's
Grading Practices Reflect the Past,"
Education Update, ASCD, June 2012



Form groups of 3

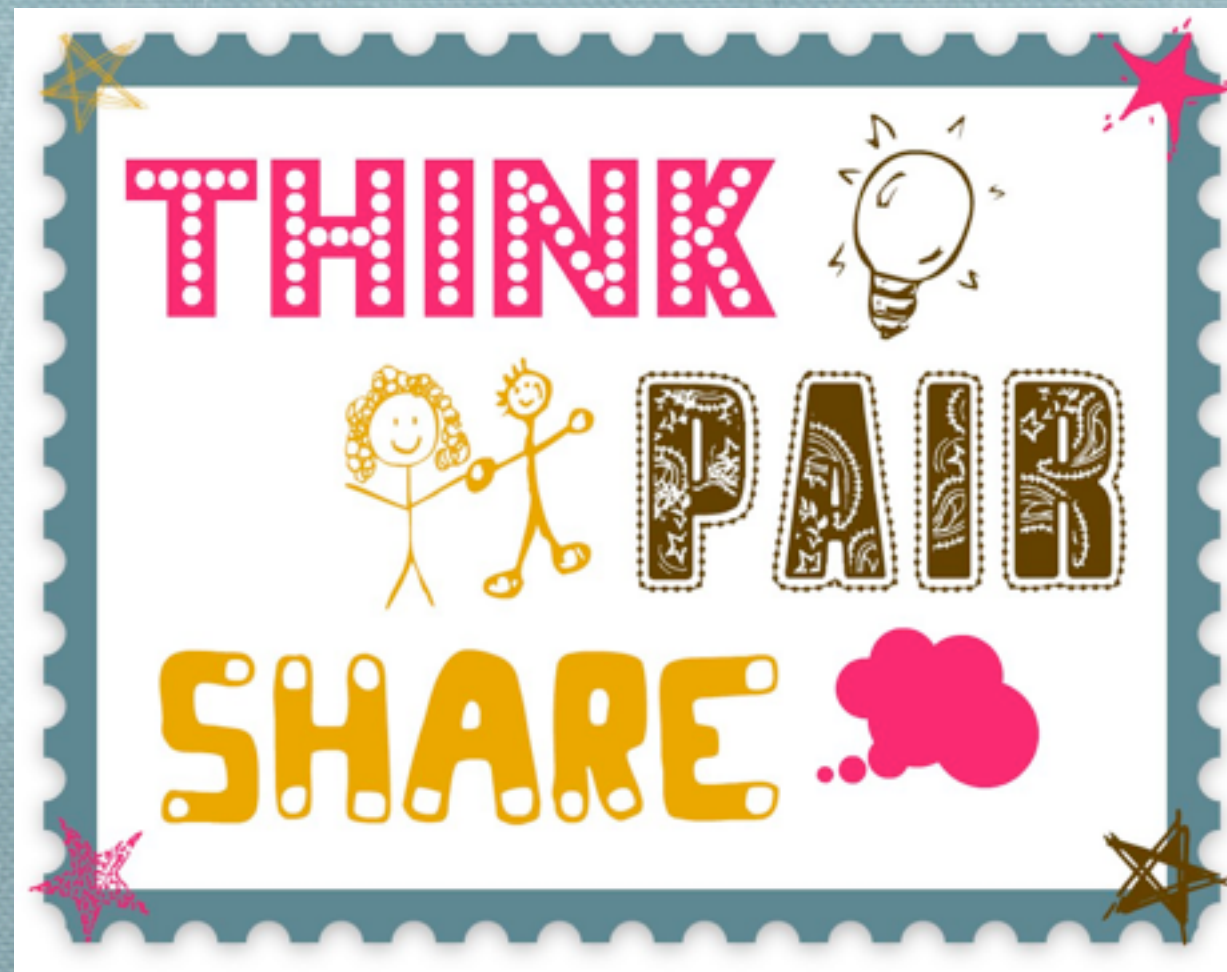
Grades should be based on achievement only; in other words, grades should be a description of students' knowledge and skills regarding the standards. Effort participation, attitude and other behaviors are very important, but they should be reported separately.

Ken O'Connor, "The Last Frontier: Tackling the Grading Dilemma," *Ahead of the Curve* (Reeves, ed.), 2007.

Traditionally, grades are calculated: all individual assessments are added, and the grade is the mean, or **average**, of all the scores. This works against students because outlier scores are almost always low. Grades will be more accurate if we determine--not just calculate them.

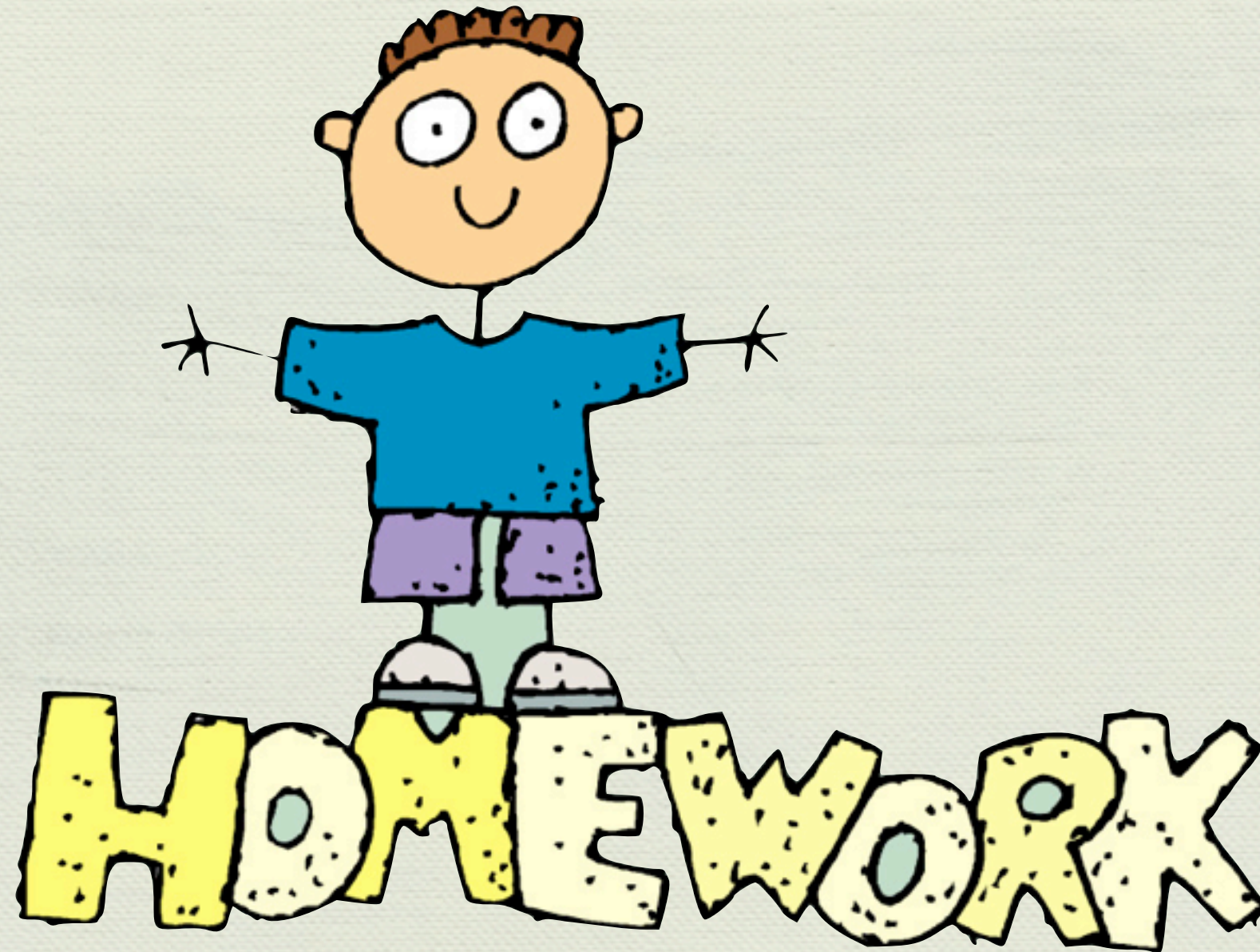
Learning is a process, and there are different phases involved: **a learning phase** when students practice their knowledge, and **a performance phase** when students demonstrate what they know, understand and can do. Teachers should . . . determine grades only from the evidence from varied summative assessments.

One very serious problem with number crunching is the use of **zeros** (most commonly for missing or late assignments) in the calculation of grades. This is an inappropriate practice because the resulting grade is a serious misrepresentation of the student's achievement.



what about the information you just processed resonates
the most with you?

what do you want to do now with this information?



would you change your grading policy
now?

if so, how?

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download the handout for this session at
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